



A THESIS

**THE CORRELATION BETWEEN STUDENTS' VOCABULARY AND
READING COMPREHENSION AT THE SECOND-GRADE STUDENTS
OF SMPN 24 MAKASSAR ACADEMIC YEAR 2018/2019**

*Submitted to the Faculty of Languages and Literature State University of
Makassar in Partial Fulfilment of the Requirements for the Degree of Sarjana
Pendidikan*

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2019

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SMPN 24 MAKASSAR ACADEMIC YEAR 2018/2019

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ABSTRACT

Hardianti Nur, 2019. *The Correlation between Students' Vocabulary and Reading Comprehension at the Second-Grade Students of Smpn 24 Makassar Academic Year 2018/2019*. Thesis. English Department, Faculty of Languages and Literature . State University of Makassar (supervised by Munir and Ulil Amri).

This research was aimed to find out the correlation between students' vocabulary and reading comprehension. The researcher used correlational design with quantitative approach. The population in this research was the second-grade students of SMPN 24 Makassar totaled 351 students. The number of sample was 36 students determined using cluster random sampling technique. The instruments of collecting the data used test and documentation. Vocabulary test focused on meaning aspect of vocabulary while reading comprehension test focused on literal and interpretative comprehension level with narrative and descriptive text. The technique used to analyze the data by using *SPSS 25.00* for windows. The result of this study showed mean score of the students' vocabulary is 80,96 and mean score of the students' reading comprehension is 76,66. This research has positive correlation based on the scatterplot graph. Based on the calculated correlation coefficient, this research has strong correlation, because the correlation coefficient is 0.605. Analysis of data through calculating using *SPSS 25.00* for windows, the data indicated that N. Sig is 0,000. N. Sig < 0.05, it means that the null hypothesis (H0) is rejected and automatically the alternative hypothesis (Ha) is accepted. It can be concluded that there was positive correlation between students' vocabulary and reading comprehension at second-grade students of SMPN 24 Makassar Academic Year 2018/2019.

Key words : *Correlation, Vocabulary, and Reading Comprehension*

A. INTRODUCTION

Vocabulary is one of the aspects of the English language that should be mastered by the students in learning English. Mastering vocabulary requires the students to comprehend the text. In other words, a lack of vocabulary in learning English will cause difficulties in comprehending the text. Also, because of the limited vocabulary, the learners cannot communicate with others clearly, the more vocabulary they know the better their chance to do well on an English test. As Arju (2011) states that vocabulary knowledge in English exerted significant effects on the academic reading skill, and students without sufficient knowledge of vocabulary in English were not able to comprehend completely the reading texts in English.

Reading plays a crucial role in the acquisition of a language, particularly in second and foreign language learning. In the other hand, reading plays an important role in the teaching and learning process. Through reading people acquire new ideas, obtain information, seek support for their ideas, and broaden their interest. They can also get the message that the researcher will express. It is thus essential for educators to ensure that learners acquire adequate vocabulary to be able to read and comprehend academic texts well.

Reading comprehension and vocabulary have a strong relationship. It is in line with Sedita (2005) who states that vocabulary knowledge is crucial in reading comprehension and determining how well students are in comprehending the texts. Vocabulary and reading are two things that cannot

be separated to one another. When learning reading students need a vocabulary to understand the idea and when learning English vocabulary, students need a lot of practice of reading, because reading is the active way of learning vocabulary. Therefore, if the students know a lot of vocabulary they will be easy to comprehend written English text.

Based on the explanation above, the researcher was interested to conduct research about: The Correlation Between Students' Vocabulary and their Reading Comprehension in the second-grade students of SMPN 24 Makassar in academic year 2018/2019. The researcher chose SMPN 24 Makassar as an object because the researcher conducted the speaking project in 2018 so the researcher has the experience to do this research. The second-grade students are expected to have a fresh memory about vocabulary and reading comprehension because when I conducted the speaking project last year I taught them a little bit about vocabulary in seventh-grade. So, now they are in second-grade students. The purpose was to make sure that they already get knowledge about vocabulary and reading comprehension.

B. METHODOLOGY

a. Population and Sample

The population of this research was the second grade students of SMPN 24 Makassar, located in Jl. Baji Gau No. 4 Makassar, Kel.Bongaya, Kec. Tamalate, Kota Makassar, Sulawesi Selatan. As the total of population was very large, finally one class was taken by using

cluster random sampling technique. This technique is chosen based on the consideration that the sample fulfilled the qualification of the research. The research was conducted in class VIII-1 that consisted of 36 students.

b. Instrument

The instrument of this research was test. There were two kinds of the instrument used in this research, they were: vocabulary test (40 items) and reading comprehension test (20 items) and the test consisted of 60 items with four alternatives. The alternatives included one correct answer and three wrong answers. The students obtained score directly after they took the test.

c. The Technique of Data Analysis

To find out the correlation between a student's achievement in vocabulary and reading, the researcher used a survey method through correlation technique using SPSS program. This quantitative analysis used a statistical calculation to test the hypothesis.

The steps in the quantitative analysis are as follows :

1. Scoring the student's correct answer of the test by using this formula:

$$S = CA/N \times 100$$

Where:

S : Final test score.

N :Number of questions.

CA : Number of the correct answer.

(Arikunto, 2003 in Furqon, 2012, p. 21)

Classifying the scores of the student's test:

- a. Score 86-100 : Very good.
- b. Score 71-85 : Good.
- c. Score 56-70 : Fair.
- d. Score 41-55 : Poor
- e. Score \leq 40-55 : Very Poor

(Depdikbud, 2015)

2. Calculating the mean score of the student's answer. According to Gay et al (2006:378) to find out the mean score, standard deviation, and the t-test value between the vocabulary test and reading comprehension test by using Statistical Package for Social Sciences (SPSS) program v.25. In order to reveal whether there is a significant correlation between the students' vocabulary and reading comprehension, the Pearson correlation will be used.
3. After obtaining the value r (degree of correlation), the result will be interpreted based on the following criteria about Interpretation of Correlation Degree from Sugiyono (2013: 231):

Coefficient Interval	Interpretation
0.00 – 0.199	Very low correlation.
0.20 – 0.399	Low.
0.40 – 0,599	Moderate (Useful for limited prediction).

0.60 - 0,799	Strong (Good prediction can result from one variable to the other).
0,80 - 1,00	Very strong correlation.

4. After obtaining the two scores, the scores will plott on a graph (scatterplots). When examining a graph, it is important to identify whether the positive correlation or negative correlation. Regarding the direction of the association, Sugiyono (2013: 231) explained that:

- a. Positive Correlation : spreading dots above and below or around zero rate, the points do not only accumulate above or below, spreading dots could not form wide wave pattern then become narrow and wide again, and spreading dots do not have pattern.
- b. Negative Correlation : there is a particular pattern in SPSS scatterplot graph.

C. FINDING AND DISCUSSION

In this part, the researcher presented the finding and discussion of the research. This chapter consisted of the description of data, hypothesis testing and discussion. The finding appropriate with data score of students' vocabulary and reading comprehension.

1. Findings

- a. The Data of Students' Vocabulary

The data were computed using SPSS 25.0 and the results were presented in the table of frequency students' vocabulary test below:

Table 4.2.

Frequency of Students' Vocabulary

Vocabulary		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70,00	2	5.6	5.6	5.6
	75,00	5	13.9	13.9	19.4
	80,00	16	44.4	44.4	63.9
	85,00	12	33.3	33.3	97.2
	90,00	1	2.8	2.8	100.0
	Total	36	100.0	100.0	

The table 4.2, showed there were 2 students (5,6%) got score 70,00, 5 students (13,9%) got score 75,00, 16 students (44,4%) got score 80,00, 12 students (33,3%) got score 85,00, 1 student (2,8%) got score 90.

To know the mean score of the data students' vocabulary, the researcher used SPSS 25.0 and the results were presented in the descriptive of administering test below:

Table 4.3.

Descriptive Statistics

Vocabulary		
N	Valid	36
	Missing	0
Mean		80.6944
Std. Error of Mean		.74941
Median		80.0000
Mode		80.00

Std. Deviation	4.49647
Variance	20.218
Range	20.00
Minimum	70.00
Maximum	90.00
Sum	2905.00

From the data of students' vocabulary test, it was found that maximum score is 90 and minimum score is 70 in the scoring scale of 0-100. The mean, median, mode, range and standard deviation were 80,69, 80,00, 80,00, 20,00 and 4,496. Standard deviation is to measure how much the variance of the sample. Based on the result statistics above, the mean score vocabulary was 80,69. It means that the students' vocabulary of the second-grade students of SMPN 24 Makassar in the academic year of 2018/2019 was good.

b. The Data of Students' Reading Comprehension

The data were computed using SPSS 25.0 and the results were presented in the table of frequency students' vocabulary test below:

Table 4.5.

Frequency of Students' Reading Comprehension

Reading comprehension					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,00	2	5.6	5.6	5.6
	70,00	6	16.7	16.7	22.2
	75,00	12	33.3	33.3	55.6
	80,00	10	27.8	27.8	83.3
	85,00	6	16.7	16.7	100.0
Total		36	100.0	100.0	

The table 4.4 showed there were 2 students (5,6%) got score 65,00, 6 students (16,7%) got score 70,00, 12 students (33,3%) got score 75,00, 10 students (27,8%) got score 80,00, 6 students (16,7%) got score 85,00.

To know the mean score of the data students' reading comprehension. The researcher used SPSS 25.0 and the results were presented in the descriptive of administering test below:

Table 4.6.

Descriptive Statistics

N	Valid	36
	Missing	0
Mean		76.6667
Std. Error of Mean		.93435
Median		75.0000
Mode		75.00
Std. Deviation		5.60612
Variance		31.429
Range		20.00
Minimum		65.00
Maximum		85.00
Sum		2760.00

From the data of students' reading comprehension test, it was found that maximum score was 85 and minimum score was 65 in the scoring scale of 0-100. The mean, median, mode, range and standard deviation were 76,66, 75,00, 75,00, 20,00 and 5,606. Standard deviation is to measure how much the variance of the sample. Based on the result statistics above, the mean score reading comprehension was 76,66. It means that the students' reading comprehension of the

second-grade students of SMPN 24 Makassar in the academic year of 2018/2019 was good.

c. Correlation between Vocabulary (X) and Reading Comprehension (Y)

As the researcher said before, all analysis of this research mainly employed the computation process using SPSS 25.0 program. One of the roles of SPSS 25.0 was finding out the correlational significance using Pearson Product Moment analysis.

Table 4.7.

Correlation Coefficient Result

Descriptive Statistics

	N	Mean	Std. Deviation
Vocabulary	36	80.6944	4.49647
Reading comprehension	36	76.6667	5.60612
Valid N (listwise)	36		

Correlations

		Vocabulary	Reading comprehension
Vocabulary	Pearson Correlation	1	,605**
	Sig. (2-tailed)		,000
	N	36	36
Reading comprehension	Pearson Correlation	,605**	1
	Sig. (2-tailed)	,000	
	N	36	36

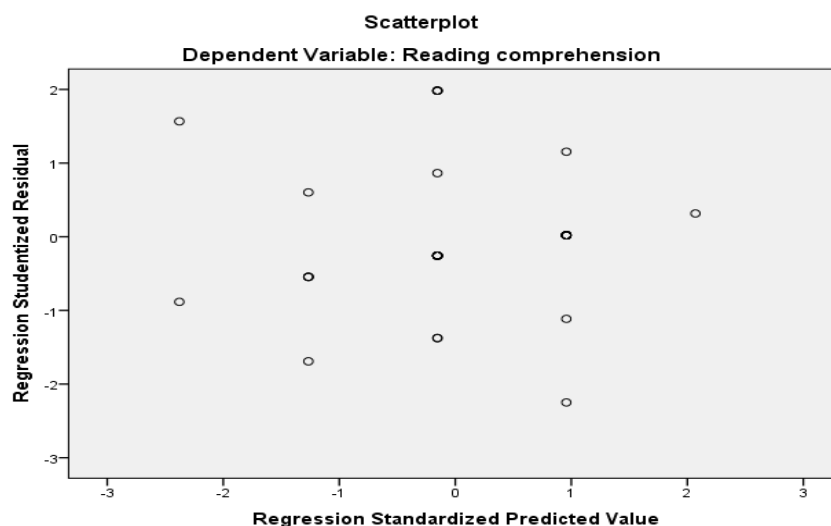
** . Correlation is significant at the 0.01 level (2-tailed).

The correlation coefficient of the two variables was 0.605, which indicated that there was a correlation between two variables.

From the r number (0.605) the researcher could use it to know the strength of correlation between two variables (see on interpretation correlation by Sugiyono (2013: 231)). The number of 0.605 indicated that the correlation between two variables was strong. Whereas, for the number significance (Sig) = 0.000 will be used to know which hypothesis will be accepted or rejected. It will explain in the next part (Hypothesis Testing).

The association between two variables involves positive correlation and negative correlation, based on the graph of scatterplots.

Figure 4.1



Based on the scatterplot above, there were no clear pattern and the spreading dots above and below or around zero rate. So, it can be concluded that there was a positive correlation between students'

vocabulary and reading comprehension (see on interpretation scatterplot by Sugiyono (2013: 231)).

After that, the significance coefficient of correlation can be known by the significance test. This test is carried out for decision-making criteria in hypothesis testing, namely by using the t-test.

Table 4.8.

t-test

Coefficients ^a							
Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95,0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
1 (Constant)	15,849	13,766		1,151	,258	-12,126	43,824
Vocabulary	,754	,170	,605	4,425	,000	,408	1,100

a. Dependent Variable: Reading comprehension

The level of significance gained in this investigation was 0.605 and t count was 4,425, whereas the figure on the table of critical values of the r Product Moment with 95% confidence interval and the degree of freedom was $36-1-1 = 34$ so that t-table was 2,032 (to calculate t-table was using Microsoft Excel). It means that the correlation coefficient between the students' vocabulary and reading comprehension was significant because $t\text{-count} > t\text{-table}$ ($4,425 > 2,032$) or in the other words, the Null Hypothesis (H_0) which explain that there was no significant correlation between students'

vocabulary and reading comprehension was rejected. While the alternative hypothesis or working hypothesis (Ha) which explained that there was a positive significant correlation between students' vocabulary and reading comprehension was accepted.

Then, in order to know the extent of the influence of students' vocabulary in their reading comprehension, the researcher measured the determinant index, as follow:

Table 4.9.

Determinant Index

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	,605 ^a	,365	,347	4,53106

a. Predictors: (Constant), Vocabulary

b. Dependent Variable: Reading comprehension

The result showed that the extent of the influence of students' vocabulary in their reading comprehension was 36,5%. It was clear that students' vocabulary gave a contribution to the students' reading comprehension. While 63,5% can be explained by other factors that were not present in this study.

2. *Discussions*

From the data description, it was found that the mean scores and standard deviation score in each variable. The mean score of the data description students' vocabulary was 80,69 and the standard deviation

was 4,496. The mean score of the data description students' reading comprehension was 76,66 and the standard deviation was 5,606.

By the result, it can be concluded that there was a positive correlation both two variables in strong correlation and the hypothesis testing showed there was correlation between two variables, because $N. Sig < 5\%$, so it means H_0 rejected and H_a accepted.

David Wilkins in Thornbury (2002: 13) states that without grammar very little can be conveyed, without vocabulary, nothing can be conveyed. Students need the vocabulary to understand the text that they read. If the students have a low skill of vocabulary, they will get difficulty in understanding the text and get the important information of the text. On the contrary, if the students have a high skill of vocabulary will easily to understand the text. Increasing vocabulary will be followed by improving students' reading comprehension.

According to Lewis (2000) particularly as students develop greater fluency and expression in English, it is significant for them to acquire more productive vocabulary knowledge. Rodgers (2001) also says that vocabulary is seen as an essential component of reading proficiency. Good readers have good vocabulary knowledge. In order to understand a text, reader needs to know the meaning of individual words. The importance of vocabulary was also noted by Richards and Renandya (2002) believing that vocabulary plays a crucial part in one's foreign

language learning and language proficiency that can affect how well learners speak, listen, read and write.

According to Alqahtani (2015), synonym and antonym could be used by teachers to teach vocabulary to the students as many studies have also shown that learning synonyms and antonyms is one of the ways to expand our vocabulary. It is also important because this is how dictionaries are organized. As Laufer in KuangYu Chen (2011: 29) states that second language reading comprehension is affected by vocabulary alone. The breadth of vocabulary knowledge usually represented as vocabulary size, which refers to the numbers of the words that second language learners know, rather than emphasizing on how well learners know given words.

According to experts above, it was proven that there were students got a high score in vocabulary also got a high score in their reading comprehension test. If the students have a low skill of vocabulary, they will get difficulties to understand the text. However, some students in this research, they had a low vocabulary, but they got high score in reading comprehension. Certain students have low score vocabulary but they have high score reading comprehension because of some factors. The factors influencing the success of reading is linguistic factors such as background knowledge, knowledge of grammar, knowledge of punctuation, another part of the language. The successful of reading also need knowledge of the world. Guthrie et al. (2004: 405) says that

reading comprehension is correlated with a range of cognitive and metacognitive strategies.

Guthrie's statement implies that one should have proper knowledge of the world in order to understand the text. One will fail to understand the meaning of any text unless already has proper background knowledge. Thus, the competence of students to read English text depends on their skills and knowledge. In order to gain competence in reading, one should have all of those skills and knowledge.

Some students in this research, they got high score vocabulary, but they got low score in reading comprehension. According to Dennis (2008), learners' interest and motivation are very important in developing reading comprehension skill. If readers find the reading material monotonous, they will have a lot of problems in concentrating on their comprehension. This can lead to a lowering of reading comprehension among readers. If the reading material is interesting for learners they can easily understand it and can remember it clearly.

Another factors affecting reading comprehension according to Dennis (2008) is related to decoding or word recognition speed. Readers who have problems in decoding and recognizing words read slowly and find it more difficult to understand the meaning of passages than those without decoding problems. She expressed that vocabulary influences the reading comprehension skill because readers apply to decoding skills to understand the meaning of words they have not seen

before. Persons who have enough vocabulary can clarify the meaning or reading passages faster than those who should guess the meaning of unfamiliar words according to the clues of context.

If we were back to the theories and previous study before that said there is correlation between students' vocabulary and reading comprehension, it was same with the result of this research. There was a significant correlation between students' vocabulary and reading comprehension in second-grade students of SMPN 24 Makassar in the academic year of 2018/2019.

D. CONCLUSION

There were obviously some main points related to the finding covered the students' vocabulary as well as their reading comprehension and the correlation coefficient obtained from the conducted research. The researcher puts forward the conclusions:

1. The vocabulary score of the second-grade students of SMPN 24 Makassar was good. It can be seen from the computation in which the mean score of the students' vocabulary was 80,69 when it is consulted to the table of category level scores by Depdikbud (2015); the score was categorized in good.
2. The reading comprehension score of the second-grade students of SMPN 24 Makassar was good. It can be seen from the computation in which the mean score of the students' reading comprehension was

76,66 when it is consulted to the table of category level scores by Depdikbud (2015); the score was categorized in good.

3. There was a positive and significant correlation between students' vocabulary and their reading comprehension in second-grade students of SMPN 24 Makassar in the academic year of 2018/2019. Based on the data analyzed by using Bivariate Correlation (SPSS), the researcher found that the coefficient correlation was 0.605 and $t\text{-count} > t\text{-table}$ ($4,425 > 2,032$). It can be concluded that vocabulary and reading comprehension has correlation. Therefore the correlation of students' vocabulary and their reading comprehension was considered significant and strong correlation as the coefficient correlation by interpretation correlation table from Sugiyono (2013: 231).
4. The finding of this research indicated that the null hypothesis was rejected, the automatically alternative hypothesis was accepted and thus the investigation confirms that there was a significant correlation between students' vocabulary and reading comprehension. It can be seen from N. Sig is 0,000. N. Sig < 0.05 , it can be concluded that the variable correlates.
5. Based on the Determinant Index, the influence of students' vocabulary in their reading comprehension was 36,5%. It was clear that students' vocabulary gave a contribution to the students' reading comprehension. While 63,5% can be explained by other factors that were not present in this study.

6. Most of the students, with high score vocabulary also got high score in their reading comprehension. However, some students in this research, they got a low vocabulary, but they got a high score reading comprehension. Certain students had low score vocabulary but they had high score reading comprehension and also got a high score vocabulary but got a low score reading comprehension because of some factors.

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